

Iowa Principal Leadership Academy

Orientation Seminar School-wide Action Research (SAR) Model

Purpose: The purpose of this seminar, using the School-wide Action Research (SAR) model, is to provide each cohort member with the theory, knowledge, and skills to successfully develop the six problem-based learning themes, each based on one of the Iowa Standards for School Leaders (ISSL). This seminar focuses on the development of Comprehensive School Improvement Plans (CSIP) and Annual Progress Reports (APR). The SAR format is used in the action research studies outlined in each Seminar.

Distributed Leadership Principle 1: the purpose of leadership is the improvement of instructional practice and performance, regardless of role

Distributed Leadership Principle 2: instructional improvement requires continuous learning

Distributed Leadership Principle 3: learning requires modeling

Distributed Leadership Principle 4: the roles and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institution

Distributed Leadership Principle 5: the exercise of authority requires reciprocity of accountability and capacity

Design Principle 1: maintain a tight instructional focus over time

Design Principle 2: routinize accountability for practice and performance in face-to-face relationships

Design Principle 3: reduce isolation and open practice up to direct observation, analysis and criticism

Design Principle 4: exercise differential treatment based on performance and capacity, not on volunteerism

Design Principle 5: devolve increased discretion based on practice and performance

BEFORE WEEKEND 1*

- o review the course syllabus
- o review the School-wide Action Research model
- o review sample Comprehensive School Improvement Plan based on School-wide Action Research Model
- o review sample Annual Progress Report based on information from the School-wide Action Research Model
- o review the Iowa Professional Development Model
- o review the Iowa Model for Accelerative Student Achievement

*Necessary materials sent to each candidate prior to the session.

Seminar 1: Introduction to School-wide Action Research (SAR) model

Resources and materials:

- ☒ Course Syllabus
- ☒ Calhoun, E.F. (1994). *How to Use Action Research in the Self-Renewing School*. Alexandria, VA: Association for Curriculum and Development
- ☒ Iowa Department of Education: The Iowa Professional Development Model
- ☒ Iowa Department of Education: Technical Assistance Manual (available from the Iowa Department of Education website)
- ☒ Glickman, C.D. (1993). *Renewing America's Schools*. San Francisco: Jossey-Bass.
- ☒ Lezotte, Lawrence, and Jo-Ann Cipriano Pepperl. 2000. *Effective Schools Process: A Proven Path to Learning for All*. Okemos, MI: Effective Schools Product. Spillane, J.P., R. Halverson, et al.:
- ☒ *Distributive Leadership: Toward a Theory of School Leadership*
- ☒ *Practice*. Annual Meeting of the American Educational Research Association, Montreal. (1999) ☒ Wang, M.C., G.D. Haertel, and H.J. Walberg. 1993. "Toward a Knowledge Base for School Learning," *Review of Educational Research Vol. 63: 249-294*. *What Do We Want From Iowa School Leaders in the 21st Century*, Iowa School Leadership Initiative, Report of Area School Leadership Community Conversations (2000).

This is a program-centered course:

School-wide Action Research overall goal: Problem-based Learning Theme, which enhance the knowledge, performances, and dispositions of the Iowa Standards for School Leaders (ISSL) Standards 1 - 6.

Specific seminar goals:

A problem is a troubled perplexed, trying situation...not an assigned task...It is indispensable to distinguish between genuine and mock problems. Does a question naturally suggest itself with some situation? Or is it an aloof thing, only for the purposes of conveying information? Would it arouse observation and engage experimentation outside of school? Or is it the teacher's or textbook's, made a problem for the pupil only because he cannot get the required mark unless he deals with it? (John Dewey, *Democracy and Education*, 1916)

- understand action research theory
- understand the methodology used throughout the development of action research studies completed for each Problem-based Learning Theme.
- understand connection between systems theory and thinking as connected to conducting action research
- refine action research skills
- understand the connections between the Iowa Professional Development Model (IPDM), the Iowa Model for Accelerating Student Achievement, and the School-wide Action Research Model
- understand theory and research, and discern differences between both sides of the action research model: the learner and the learning environment

Specific seminar continuing objectives

- dialogue with, and receive support from the instructor/mentor throughout Problem-based Learning Themes 1 - 6 , while completing action research studies and action plans complete action research studies and plans
- complete action research studies and plans within the school building with students and other colleagues, and share with cohort members and seminar instructors/mentors
- critique reference materials and share knowledge and understandings with cohort group, and instructors/mentors

Cohort member assignment and expectations: Syllabus 1: Problem-Based Learning Theme 1, action research and action plans

Evaluation: School Leadership and Vision rubric: proficient completion (rubric level 4 or 5)